

Unmistakable

potential

2005 – 2006 Annual Report on Agricultural Education

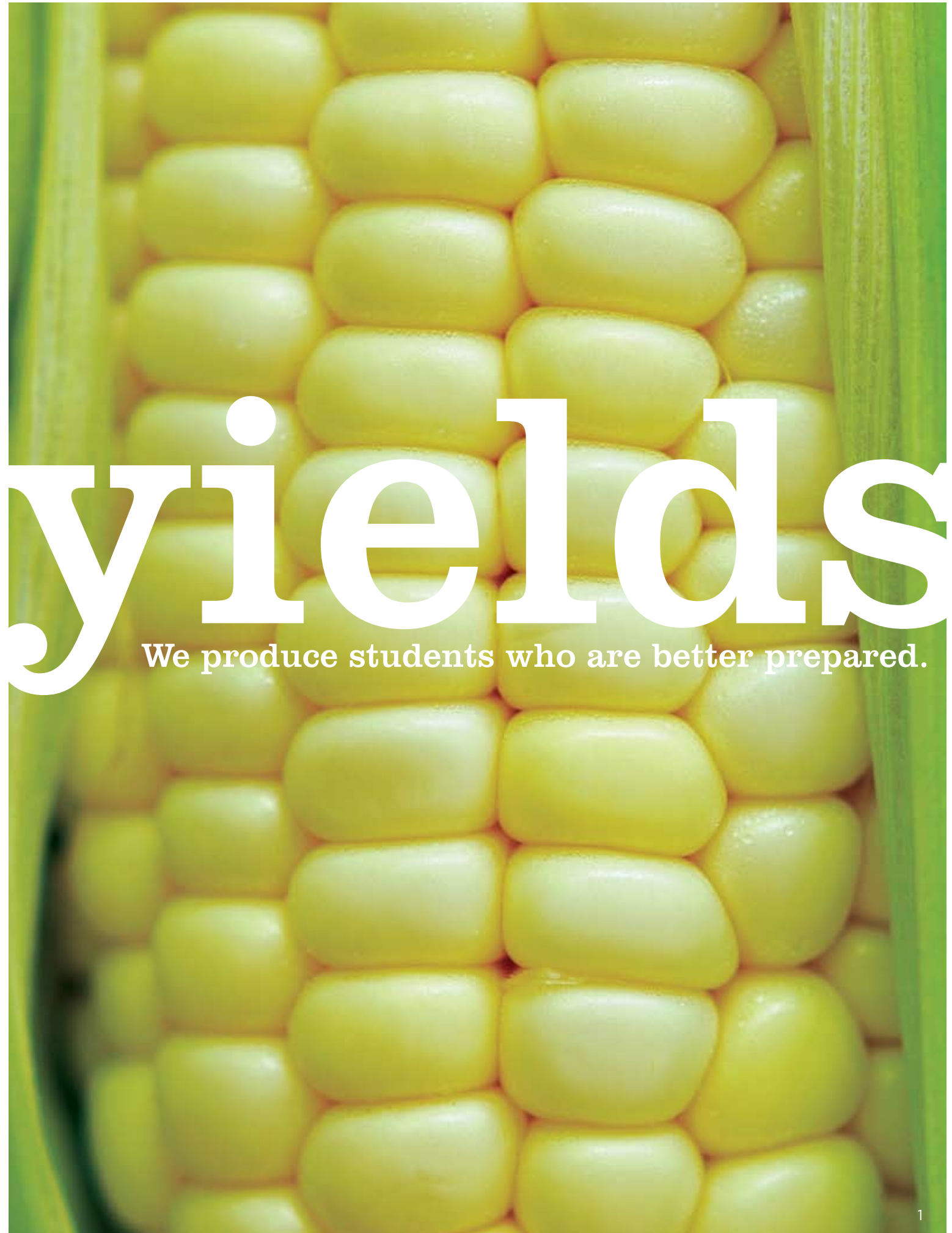




Outstanding

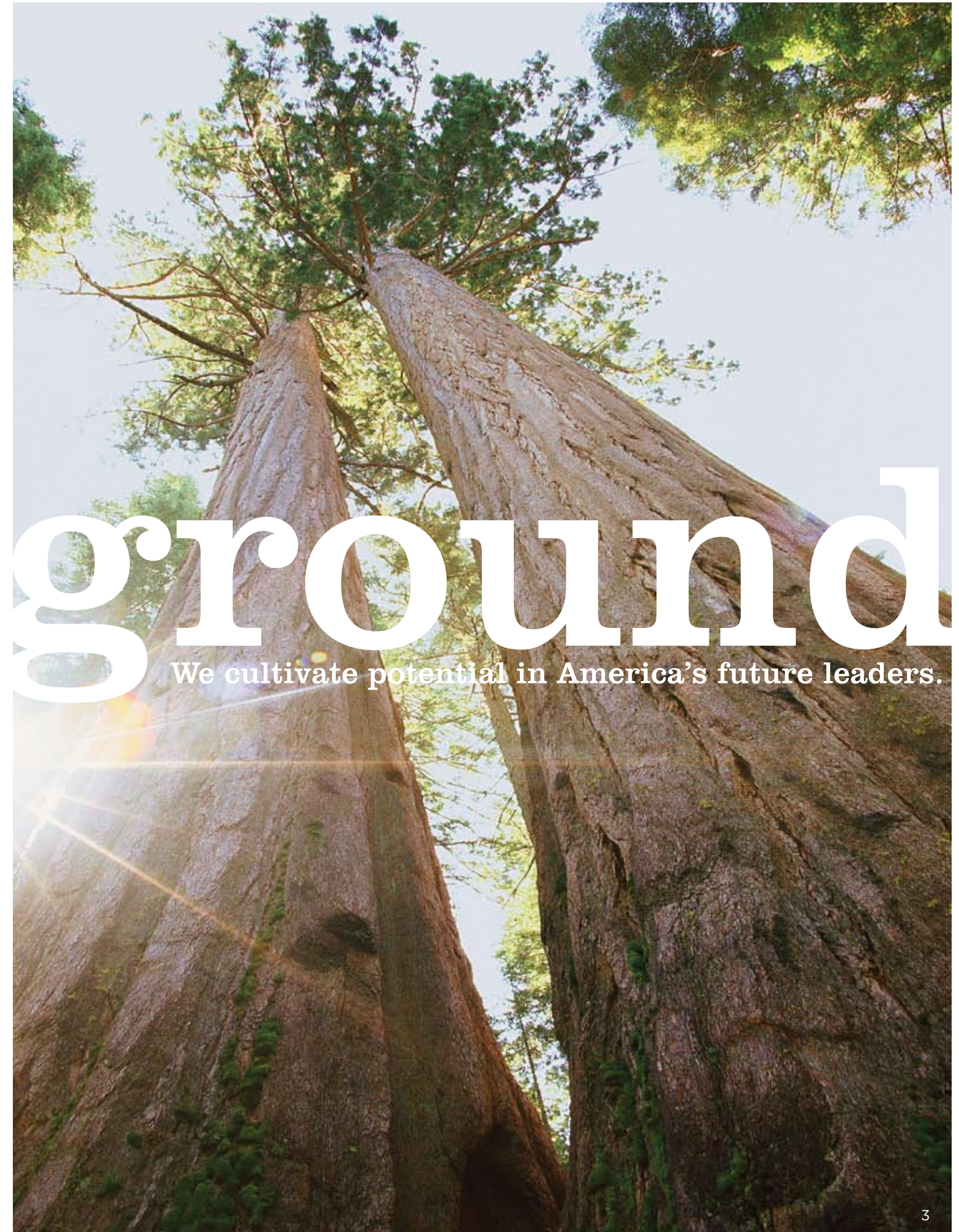
yields

We produce students who are better prepared.





Fertile



ground

We cultivate potential in America's future leaders.



Tremendous



growth

We have seen those we touch flourish.

Growth happens on a scale that's larger than we can imagine.

It happens in fields. It happens in people. Our goal is to use
the lessons learned in one, and apply them to the other.

We are dedicated to shaping and strengthening school-based
agricultural education at all levels in the United States.

We are the members of Team Ag Ed.

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“ . . . exceptional education has the power to unlock students’ potential and prepare them for the future.”

Agricultural Education Supporters,

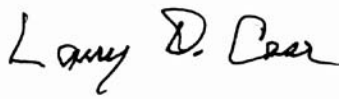
Rapid change abounds in our world. International competition is intense and technology continues to change the way we live and work. In the midst of all this transformation, it can be difficult to plan for tomorrow. However, there is something we can be certain of: exceptional education has the power to unlock students’ potential and prepare them for the future.

To that end, I believe agricultural education is more crucial than ever. It helps secure our future in a global marketplace by providing students with technical know-how, leadership skills and personal growth opportunities.

This report is a current snapshot of agricultural education in our country. It offers content that illustrates the state of Team Ag Ed and its potential for the future.

By working together, we can support and grow the program that has contributed greatly to the development of millions of students. And in doing so, we’ll be creating a well-prepared workforce and a new generation of well-rounded citizens.

Thank you for your interest in our work.

Sincerely,


Larry D. Case, Ed.D.
Coordinator of Agricultural and Rural Education
U.S. Department of Education

STATE OF THE UNION ON AGRICULTURAL EDUCATION IN 2005-06:

In order to gain an understanding of the state of national school-based agricultural education and generate a projection for its possible growth, a research study was undertaken. In the study, the FFA database was analyzed and cross-referenced with other pertinent national data to reveal potential avenues for growth. In addition, a survey was administered to collect data from schools not in the FFA database. Its purpose was to gauge the level of agricultural education opportunities afforded students in schools with no FFA chapter.

For more details on the exact methodology used in database analysis or survey collection, please contact Anna Melodia, Director, National FFA Foundation Grants and Special Initiatives at amelodia@ffa.org. Actual data collection and analysis was done by Strategic Marketing & Research, Inc. (SMARI), Indianapolis, In., (317) 574-7700.

Percent of FFA Chapters by Classification:

Note: classifications defined on page 12

Town and Rural: 84%

Second Cities: 9%

Suburban: 5%

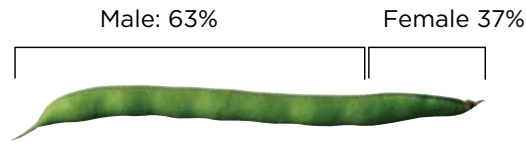
Urban: 2%



Note: counts by state association provided in spreadsheet results

495,046

Total FFA Membership



7,242

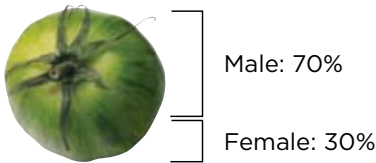
Number of Active FFA Chapters

68

Average Number of Students per Active Chapter

8,889

Total Number of FFA Advisors



1.25

Average Number of Advisors per Active Chapter

54.4:1

Average Student-to-Advisor Ratio per Active Chapter

Estimated School (7th – 12th Grade) Population Classification of FFA Chapters by State*

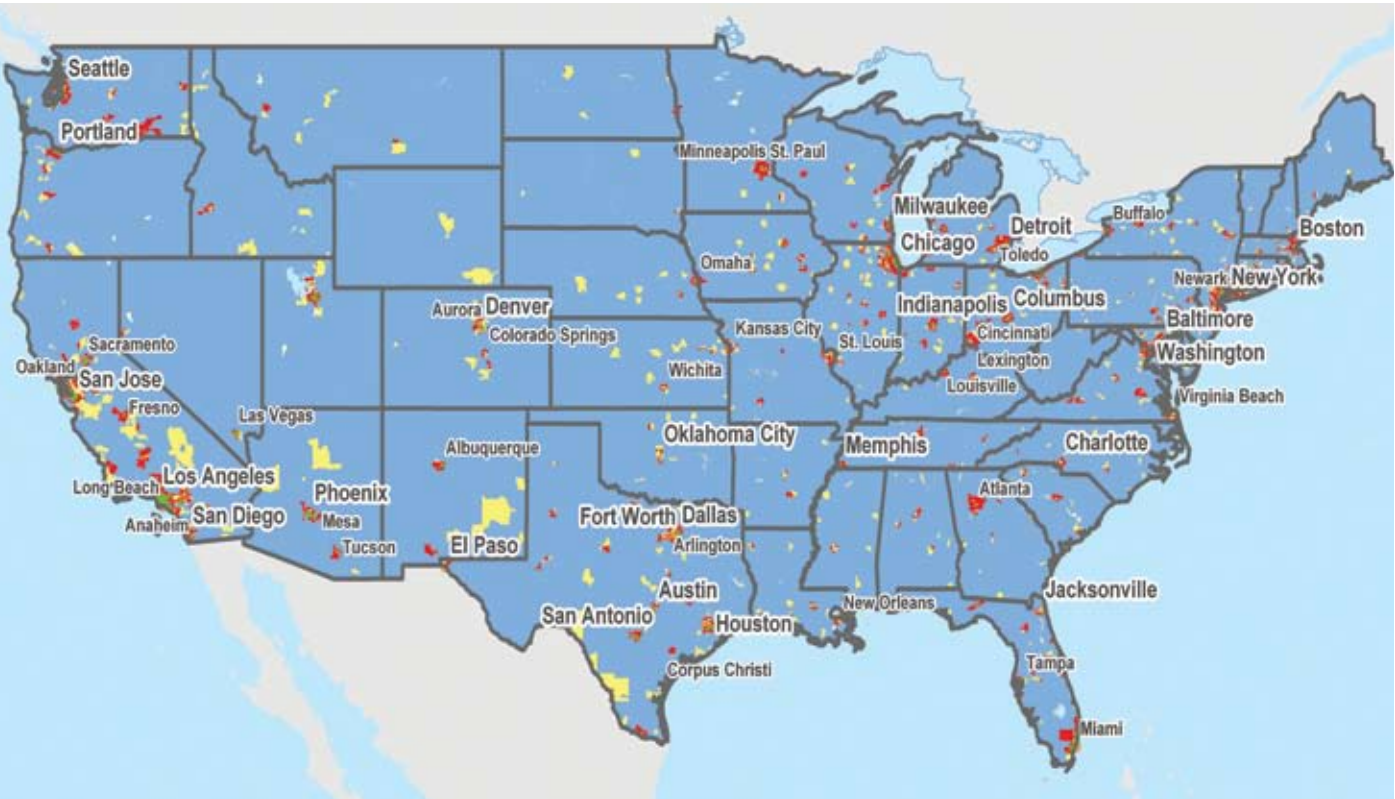
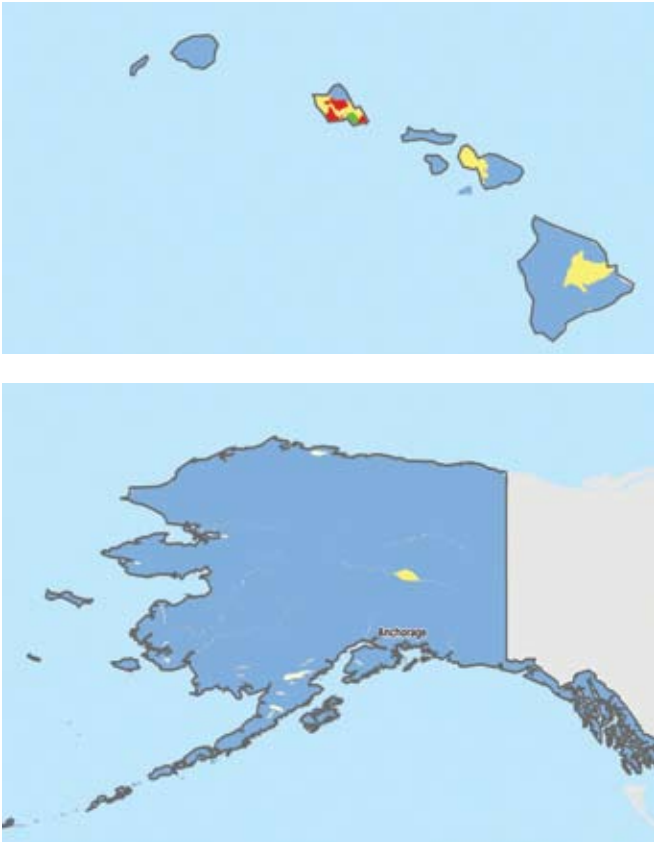
	Percent Town and Rural FFA Schools	Percent Town and Rural Non-FFA Schools	Percent Suburban FFA Schools	Percent Suburban Non-FFA Schools	Percent Second City FFA Schools	Percent Second City Non-FFA Schools	Percent Urban FFA Schools	Percent Urban Non-FFA Schools	State School Total
ALASKA.....	1.59%	85.40%	0.63%	2.54%	0.32%	9.52%	0.00%	0.00%	100.00%
ALABAMA.....	28.81%	49.52%	0.36%	8.35%	1.09%	11.86%	0.00%	0.00%	100.00%
ARKANSAS.....	30.17%	52.74%	0.00%	0.63%	1.69%	14.77%	0.00%	0.00%	100.00%
ARIZONA.....	1.98%	32.08%	0.66%	23.48%	0.55%	10.80%	0.88%	29.55%	100.00%
CALIFORNIA.....	3.82%	23.99%	1.01%	14.07%	2.34%	23.48%	0.68%	30.62%	100.00%
COLORADO.....	8.72%	39.45%	0.15%	14.83%	0.61%	26.91%	0.15%	9.17%	100.00%
CONNECTICUT.....	2.06%	48.97%	0.37%	17.94%	0.75%	22.06%	0.00%	7.85%	100.00%
DELAWARE.....	15.85%	35.37%	6.10%	28.05%	1.22%	13.41%	0.00%	0.00%	100.00%
FLORIDA.....	9.24%	26.64%	2.06%	16.21%	2.79%	26.38%	0.73%	15.95%	100.00%
GEORGIA.....	19.73%	40.81%	1.35%	22.03%	1.89%	13.11%	0.00%	1.08%	100.00%
HAWAII.....	11.21%	25.23%	2.80%	9.35%	8.41%	24.30%	0.00%	18.69%	100.00%
IOWA.....	24.46%	54.11%	0.18%	4.11%	0.36%	16.79%	0.00%	0.00%	100.00%
IDAHO.....	19.80%	53.02%	0.34%	4.03%	1.01%	21.81%	0.00%	0.00%	100.00%
ILLINOIS.....	8.68%	31.11%	0.34%	17.89%	0.63%	13.75%	0.29%	27.30%	100.00%
INDIANA.....	15.78%	41.63%	0.54%	19.05%	1.36%	17.69%	0.14%	3.81%	100.00%
KANSAS.....	15.30%	63.77%	0.00%	6.44%	1.29%	13.20%	0.00%	0.00%	100.00%
KENTUCKY.....	15.97%	59.10%	0.45%	9.40%	1.94%	9.10%	0.00%	4.03%	100.00%
LOUISIANA.....	17.71%	48.83%	0.52%	4.69%	1.69%	18.75%	0.13%	7.68%	100.00%
MASSACHUSETTS.....	0.57%	35.33%	0.43%	21.79%	0.57%	24.22%	0.00%	17.09%	100.00%
MARYLAND.....	6.11%	27.22%	0.00%	29.19%	1.58%	20.91%	0.00%	14.99%	100.00%
MAINE.....	2.55%	88.39%	0.28%	1.98%	0.28%	6.52%	0.00%	0.00%	100.00%
MICHIGAN.....	4.10%	44.03%	0.00%	17.39%	0.28%	16.75%	0.28%	17.17%	100.00%
MINNESOTA.....	12.70%	43.71%	0.45%	19.66%	0.22%	7.19%	0.00%	16.07%	100.00%
MISSOURI.....	21.13%	45.61%	0.42%	13.08%	0.42%	10.77%	0.10%	8.47%	100.00%
MISSISSIPPI.....	15.44%	67.83%	0.00%	1.84%	0.18%	14.71%	0.00%	0.00%	100.00%
MONTANA.....	16.22%	79.73%	0.00%	0.00%	0.00%	4.05%	0.00%	0.00%	100.00%
NORTH CAROLINA.....	14.82%	61.56%	0.49%	7.11%	1.19%	14.82%	0.00%	0.00%	100.00%
NORTH DAKOTA.....	19.62%	65.66%	0.00%	2.64%	0.38%	11.70%	0.00%	0.00%	100.00%
NEBRASKA.....	6.81%	70.21%	0.00%	6.81%	0.32%	13.47%	0.16%	2.22%	100.00%
NEW HAMPSHIRE.....	6.38%	84.04%	0.00%	3.72%	0.53%	5.32%	0.00%	0.00%	100.00%
NEW JERSEY.....	1.19%	18.35%	0.79%	31.05%	0.20%	16.27%	0.10%	32.04%	100.00%
NEW MEXICO.....	16.07%	48.52%	0.00%	9.51%	2.62%	12.79%	0.00%	10.49%	100.00%
NEVADA.....	5.39%	43.14%	0.00%	9.80%	0.00%	14.22%	0.49%	26.96%	100.00%
NEW YORK.....	1.64%	34.51%	0.00%	16.94%	0.00%	11.02%	0.13%	35.77%	100.00%
OHIO.....	10.47%	36.70%	0.95%	18.35%	1.58%	15.57%	0.06%	16.33%	100.00%
OKLAHOMA.....	37.78%	41.68%	0.15%	3.15%	1.65%	15.59%	0.00%	0.00%	100.00%
OREGON.....	13.36%	44.71%	0.19%	15.03%	2.04%	15.96%	0.00%	8.72%	100.00%
PENNSYLVANIA.....	6.75%	38.45%	0.34%	17.88%	0.67%	15.77%	0.17%	19.98%	100.00%
PUERTO RICO.....	Insufficient Data								
RHODE ISLAND.....	5.88%	19.61%	0.00%	26.47%	0.00%	7.84%	0.98%	39.22%	100.00%
SOUTH CAROLINA.....	11.66%	66.21%	0.00%	8.10%	0.99%	13.04%	0.00%	0.00%	100.00%
SOUTH DAKOTA.....	19.62%	70.77%	0.00%	1.15%	0.00%	8.46%	0.00%	0.00%	100.00%
TENNESSEE.....	15.42%	58.24%	1.30%	9.37%	1.42%	10.32%	0.24%	3.68%	100.00%
TEXAS.....	18.44%	28.63%	1.80%	16.38%	2.59%	21.15%	0.68%	10.33%	100.00%
UTAH.....	11.94%	32.26%	0.65%	9.35%	2.90%	24.84%	0.00%	18.06%	100.00%
VIRGINIA.....	14.22%	37.80%	0.00%	16.53%	1.62%	19.08%	0.00%	10.75%	100.00%
VIRGIN ISLANDS.....	Insufficient Data								
VERMONT.....	8.38%	86.59%	0.00%	0.56%	1.12%	3.35%	0.00%	0.00%	100.00%
WASHINGTON.....	7.49%	39.83%	2.14%	20.66%	2.78%	23.13%	0.11%	3.85%	100.00%
WISCONSIN.....	18.77%	42.21%	0.46%	12.51%	1.48%	12.40%	0.00%	12.17%	100.00%
WEST VIRGINIA.....	12.39%	73.45%	0.00%	0.00%	0.88%	13.27%	0.00%	0.00%	100.00%
WYOMING.....	20.69%	56.90%	0.00%	0.00%	5.17%	17.24%	0.00%	0.00%	100.00%

* Percents projected from national school database archive.

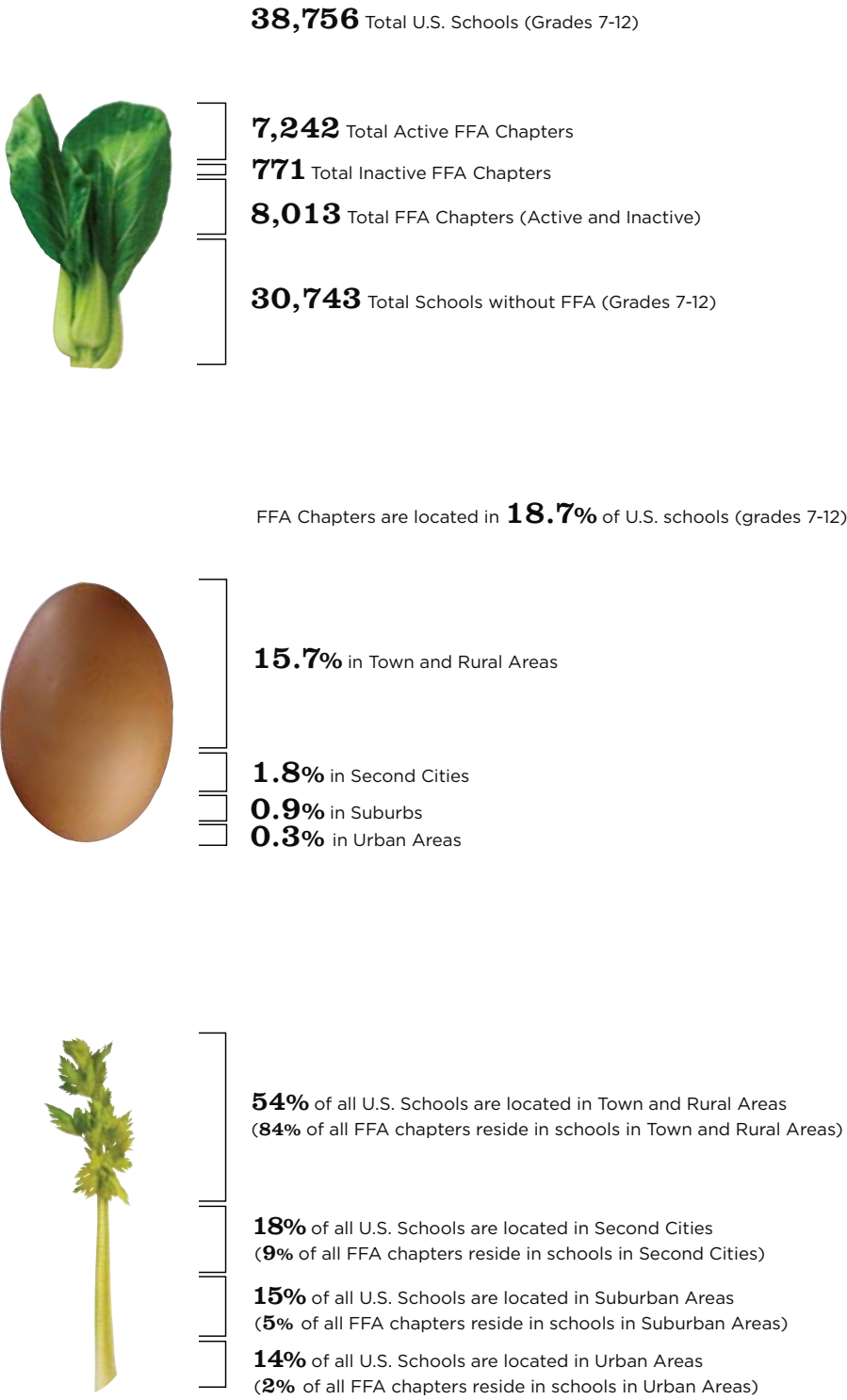
POPULATION CLASSIFICATION LEGEND:

The urbanicity classification is determined by the population density of an area and its neighboring areas. Each school resides in one of four classifications:

- **Urban** areas include both the downtowns of major cities and surrounding neighborhoods. These areas often extend beyond the city limits and into surrounding jurisdictions. (More than 5,000 people per square mile.)
- **Second Cities** are less densely populated than urban areas. They are surrounded by areas of moderate or low population density so that population density usually decreases on all sides of a second city. They can be independent cities or satellite cities in major metro areas. (1,000 – 5,000 people per square mile.)
- **Suburbs** are clearly dependent on urban areas or second cities. Population density rises as you approach the city and decreases as you move away from it. (1,000 – 5,000 people per square mile.)
- **Town and Rural** areas include exurbs, towns, farming communities and a wide range of other rural areas. (Less than 1,000 people per square mile.)



BREAKDOWN OF U.S. SCHOOLS BY POPULATION CLASSIFICATION:



POPULATION CLASSIFICATION LEGEND:

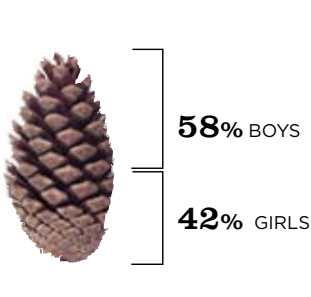
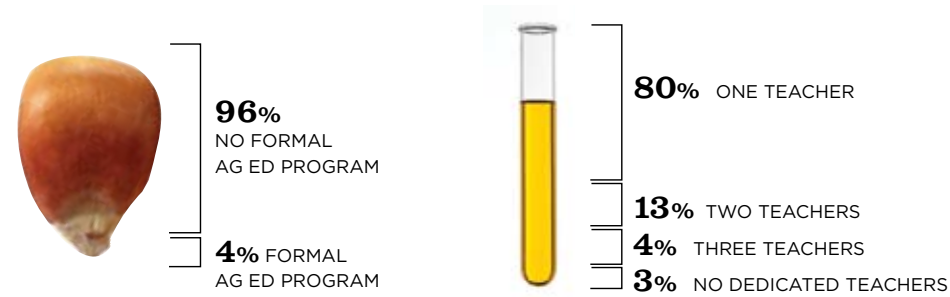
Quantitative research was used to gather data among a projective sample of agricultural education/ non-FFA school locations. A brief self-administered survey was conducted to engage educators and school administrators via mail and phone. A census sample was taken of schools in the U.S. database

without FFA chapters. Approximately 16,000 postcard surveys were sent. Schools responded to the postcard survey, and phone call interviews were conducted with randomly selected schools. In total, 533 responses to the survey were received. Geographic representation was achieved; the

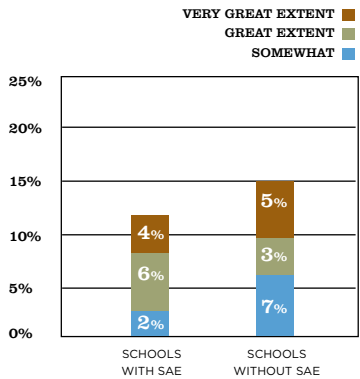
respondents resided in 47 of the 52 states and/or territories with FFA associations. Upon completion of the data collection process, the data were processed, cleaned, verified and analyzed in accordance with market research industry standards.

The primary analysis of survey results conducted among schools without an FFA chapter yielded a +/-4.9% margin of error at a 95% confidence interval.

Survey questions and answers:



	Boys	Girls	Total
7th Grade	11%	16%	13%
8th Grade	12%	14%	13%
9th Grade	21%	21%	21%
10th Grade	18%	17%	18%
11th Grade	19%	17%	18%
12th Grade	20%	14%	17%
	100%	100%	100%



Question: Does your school provide a formal agricultural education program?

Question: If so, how many agricultural education teachers work at your school?

Numbers come from the 4% of schools with agricultural education programs, but no FFA chapter.

Question: How many students are enrolled in agricultural education at your school (by gender)?

Numbers come from the 4% of schools with agricultural education programs, but no FFA chapter.

Question: How many students are enrolled in agricultural education at your school (by grade)?

Numbers come from the 4% of schools with agricultural education programs, but no FFA chapter.

Question: Does your school provide a supervised agricultural experience program (SAE) outside of class for students? That is, is there a program or activity that provides hands-on application of concepts and principles learned in an agricultural education classroom?

Among the 9% of non-FFA schools responding that they do have SAE programs, 9.10 SAEs per school were reported.

Question: To what extent would your school support an FFA chapter being established?

Approximately 1% of schools without FFA chapters were unfamiliar with FFA.

AGRICULTURAL EDUCATION'S MAJOR INITIATIVES:

The following reports represent the major initiatives
currently occurring in agricultural education.



THE LONG-RANGE STRATEGIC GOAL

Our plan for growth by 2015.

*Mr. Doug Loudenslager, Chair,
10 X 15 Management Team, dloudenslager@ffa.org*

We believe that 10,000 quality agricultural science education programs can be in place by the year 2015. These programs will serve students through an integrated model of classroom teachings, laboratory instruction, experiential learning, leadership opportunities and personal skill training. We call this our Long-Range Strategic Goal.

A goal this big can't be reached without serious commitment and a well-considered plan. It also requires the investment of resources from multiple partners. To that end, The Council, through the 10 X 15 Management Team, coordinates the efforts of Team Ag Ed members and facilitates fundraising and resource development through the National FFA Foundation.

Specifically, progress toward the Long-Range Strategic Goal will be made by the following means:

Program Quality

Goal: Use the National Program Standards for Agricultural Education as the benchmark for quality in agricultural education programs. The standards emphasize the agricultural education model of learning and provide all students with validated progress toward valuable educational and career skills.

Measure: The percentage of programs that meet the national quality standards.

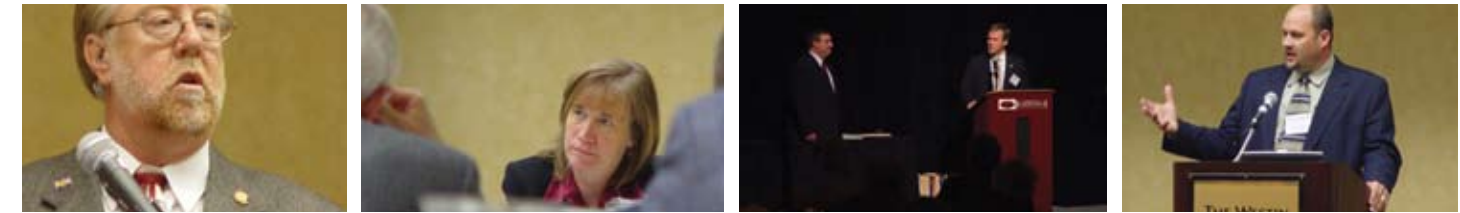
Innovative Program Models

Goal: Design, offer and evaluate high-quality agricultural education program models that meet the needs of business and industry, education and local communities.

Measure: The feedback from local administrators on the ability of their agricultural education programs to meet the needs of all stakeholders.

Continuous Improvement Through Research and Evaluation

Goal: Compel agriculture educators to employ a process of continuous improvement that will enable them to enhance their programs based upon valid measurements and feedback.



Measure: The percentage of programs that annually provide states with data required to demonstrate the operation of a continuously improving program.

Highly Qualified Educator Supply

Goal: Meet the demand for well-trained, highly qualified agriculture educators for all roles within the profession and encourage their involvement in appropriate professional organizations.

Measure: The percentage of hiring organizations reporting that all openings attracted a minimum of three fully qualified candidates.

Partners and Resource Development

Goal: Provide attractive opportunities for businesses, industry associations, alumni, educators, parents and students to be long-term contributing partners within agricultural education.

Measure: The number of actively contributing supporters in diverse target groups at each level.

Promotion and Advocacy

Goal: Use strong branding, marketing and communications strategies to increase support for

agricultural education and strengthen advocacy results at all levels.

Measure: The percentage of targeted decision makers surveyed who perceive agricultural education as a "must have" program.

Agricultural Education Leadership

Goal: Strengthen the leadership, management and coordination of agricultural education at the local, state and national levels.

Measures: A.) The independent review of national association and Team Ag Ed effectiveness. B.) The percentage of states with representative Team Ag Ed structure. C.) The percentage of local programs with functioning advisory councils.

Coordinated Growth Plan

Goal: Increase student access to agricultural education by implementing state-level growth plans that support the national long-range goal and initiatives.

Measure: The percentage of states implementing a quality program growth plan.

INNOVATIVE CURRICULUM MODEL DEVELOPMENT

The Curriculum of Agricultural Sciences Education (CASE) Curriculum Task Force. Developing a plan to reap more of agricultural education’s potential.

Mr. Joel Larson, Initiative Chair,
Minnesota State FFA Advisor,
joel.larsen@state.mn.us

The National Council for Agricultural Education formed a task force to identify and develop innovative curriculum frameworks for agricultural science education programs. The task force was comprised of representatives from agricultural education organizations, educational leadership and agricultural businesses. It explored a variety of options including the Project Lead the Way (PLTW) model for secondary engineering education.

In the end, a model was selected that provided 1.) rigorous and relevant curriculum, 2.) supervised agricultural experiences (SAE) and 3.) FFA opportunities for all students. It’s called the Curriculum of Agricultural Sciences Education (CASE) model and, in many respects, will be patterned after the Project Lead the Way’s very successful model.

In its design, the CASE model will:

- Be attractive to new and existing agricultural education programs.
- Provide students with a means to be successful at postsecondary levels.
- Align with Science, Technology, Engineering and Mathematics (STEM).

- Meet national agricultural education program and curriculum standards.
- Be an alternative curriculum model, but not the only model, for agricultural education.
- Include a rigorous professional development sequence for instructors.
- Measure student learning and program effectiveness.
- Be based on the Agriculture, Food and Natural Resources (AFNR) Pathways from the Career Clusters.
- Be embedded with FFA LifeKnowledge content and teaching techniques.
- Be delivered through the Ag Ed Learning Center to schools that pay an annual fee to subscribe.
- Earn endorsement from Project Lead the Way (PLTW).

The CASE model is being designed to create opportunities for new agricultural science education program development and for existing agricultural education programs that are exploring new directions in enhancing their curriculum. It is based on foundation courses for freshmen and sophomores, with additional specialization courses for students at a sophomore level and above. A capstone course at the senior level is also included. By completing the entire program, students can earn college credit. Every course will include a professional development program for the instructor. Development will begin in 2007 with the pilots taking place in the 2008-09 school year.

NATIONAL PROGRAM STANDARDS

Achieving the highest level of agricultural education for every student, in every classroom, every day.

Dr. Steve Brown, Initiative Chair,
Missouri State FFA Executive Secretary,
steve.brown@dese.mo.gov

It is our responsibility to provide consistent, high-quality agricultural education programs across the nation. To that end, the National Agricultural Education Program Standards have been developed and adopted by Team Ag Ed.

The national standards will be used by local agriculture teachers, administrators, community partners and advisory councils to evaluate local agricultural education programs and develop clear goals and objectives for program assessment and improvement. The standards are outlined below and the full report can be obtained at <http://www.teamaged.org/councilindex.cfm>.

Standard 1: Program Design and Instruction

Curriculum & Program Design: A standards-based curriculum in Agriculture, Food and Natural Resources Systems is delivered through an integrated model that incorporates classroom and laboratory instruction, experiential learning and student leadership and personal development.

Instruction: Programs promote academic achievement and skill development of all students through year-round instruction.

Facilities & Equipment: The facilities and equipment support implementation of the program and curriculum by providing all students

opportunities for the development and application of knowledge and skills.

Assessment: Programs utilize multiple methods to assess student learning that illustrates academic achievement and skill development.

Standard 2: Experiential Learning

Education is enhanced through active participation by all students in a year-round experiential learning program.

Standard 3: Leadership Development

All students participate in year-round intracurricular agricultural student organization programs and activities.

Standard 4: School and Community Partnerships

School and community partners are engaged in developing and supporting a quality program.

Standard 5: Marketing

Key stakeholders are continually asked, involved, recognized and informed about all components of the integrated program.

Standard 6: Certified Agriculture Teachers and Professional Growth

Competent and technically certified agriculture teachers provide the core of the program.

Standard 7: Program Planning and Evaluation

A system of needs assessment and evaluation provides information necessary for continual program development and improvement.



NATIONAL CURRICULUM CONTENT STANDARDS

Tomorrow’s leaders deserve a great start.
Dr. David Hall, Initiative Chair, Montana Office of the Commissioner of Higher Education, dhall@ocche.montana.edu

Graduates of secondary and postsecondary agricultural education programs have a very exciting future. Rapid societal changes have increased the demand for an internationally competitive workforce. The same demands dictate that our education system be designed to meet both business and student needs. As such, it is important for agricultural education programs to be designed around the specific needs of the industry areas served.

The knowledge, skills and attitudes needed for success in agriculture-related careers will be defined through industry-validated content standards. Such content standards form the basis for developing

an education system whose mission is to prepare students for quality careers in agriculture, food and natural resources industry areas. Whether it is designing a delivery strategy, effectively measuring what students have learned or recognizing students for their performance, content standards form the foundation from which all of these are possible.

The major outcome of the National Curriculum Content Standards committee will be a nationwide electronic database of content standards cross-walked with recognized national content standards in math, science and communications. The Content Standards for Agricultural Education will be available for states and local programs to adapt to their respective needs. The final report will be presented at the 2008 National Agricultural Education Inservice.



NATIONAL RESEARCH AGENDA FOR AGRICULTURAL EDUCATION

Finding new frontiers in agricultural education.
Dr. Ed Osborne, Initiative Chair, University of Florida Professor and Chair in Agricultural Education and Communication, ewo@ufl.edu

The Council joined with the American Association for Agricultural Education (AAAE) and the USDA in providing funds to support the development of the National Research Agenda for Agricultural Education. This five-year agenda will include research priorities and key research questions in the following broadly-defined areas of agricultural education: communication; leadership; and agricultural education in community and non-formal settings, schools and universities.

This will be the first national research agenda for the profession. Developers are hoping that faculty members and graduate students will focus their

research projects on research priorities and key research questions as outlined in the document. If the research agenda is used in this manner, the potential for programmatic, research-based solutions to problems throughout the profession will be significantly enhanced. In addition, the research agenda will be an excellent tool to communicate research priorities of the discipline to administrators, policy makers and other external audiences.

Beginning in February 2007, the report will be available at <http://aaae.okstate.edu>.



THE AGRICULTURAL EDUCATION TEACHER SHORTAGE

A call for action.

Dr. Bill Camp, Cornell Professor of Agricultural Science Education, wgc4@cornell.edu

The profession’s concern regarding the supply and demand for teachers of agricultural education is not new. We’ve faced a very real teacher shortage since the 1960s.

What can we do to increase the number of graduates who seek teaching careers? How can we enhance the profession’s appeal to attract newly qualified teachers? We need to research these questions at all levels (state, regional and national) in order to find viable solutions.

Research is also needed to describe the kinds of agricultural education programs offered in the various states. What is being taught? Are curriculum reforms that are being reported actually affecting the instruction being delivered by the teachers in their classrooms and laboratories? These questions and many more allied questions have been answered for individual states, but cross-state, regional, even national data are needed.

For the complete periodic study report on the teacher shortage, visit <http://aaae.okstate.edu/supplydem.html>.



TEAM AG ED ORGANIZATIONAL REPORTS:

The following reports represent the work, successes
and goals of Team Ag Ed member organizations
over the course of 2005 and 2006.



THE NATIONAL COUNCIL FOR AGRICULTURAL EDUCATION

Contacts:
Mr. Allan Sulser, President, allan.sulser@wasatch.edu
Dr. Larry D. Case, National Advisor, lcas@ffa.org
www.teamaged.org/councilindex.cfm

Membership:
The Council is comprised of representatives from all the members of Team Ag Ed.

Overview:
The Council proactively shapes the future of agricultural education. It identifies and provides solutions to relevant issues, coordinates efforts to strengthen agricultural education programs and serves as a national advocate for agricultural education. Its leadership guides Team Ag Ed.

Yields:
The Council has provided a forum for national leaders of agricultural education to meet, plan, develop policy and initiate action for the continuous improvement of agriculture, food and natural resources

systems education. Because The Council is led by a mix of teachers, teacher educators, state leaders, alumni and industry and government leaders, its finger is constantly on the pulse of the state of agricultural education.

Its leadership developed the 10 X 15 Management Team and it oversaw the development of national program curriculum standards, the initiative of the development of the national curriculum standards and innovative curriculum models.

Potential:
The Council manages a portfolio of initiatives that will contribute to the long-range strategic goals of agricultural education. These include overseeing National Program Standards, National Curriculum Standards, advocacy efforts, innovative curriculum models, career clusters, the National Research Agenda, issue and trend tracking efforts, business/education partnerships and pre-service and in-service support for agriculture teachers.



AGROWKNOWLEDGE - THE NATIONAL CENTER FOR AGRISCIENCE & TECHNOLOGY EDUCATION

Contact:
Mr. Ron Bunch, Partner & Business Liaison, ron.bunch@agrowknow.org
www.agrowknow.org

Membership:
15 lead partner community colleges, six associate partner community colleges, four university council members and 15 industry council participants

Overview:
AgrowKnowledge is a national partnership of community colleges working in tandem with leaders of business, industry and education to provide students with the necessary knowledge and skills in technology, math and science. These relationships help anticipate the needs of the marketplace and better prepare students for success in the agriculture, food and natural resources industries.

Yields:
In 2005 and 2006, 175 participants representing 70 colleges from 35 states took part in a range of AgrowKnowledge activities.

AgrowKnowledge's planning institutes provided an environment for communication between community colleges, industry and secondary programs. Topics addressed at the planning institutes included: developing means to advance technology in agricultural education, enhancing articulation and reducing

remediation, building enrollment to meet industry needs and enhancing economic development.

Three faculty development workshops were also a part of AgrowKnowledge's contributions in the last year. These workshops provided 94 college and secondary instructors with critical technology training and instructional materials.

The AgrowKnowledge 5th Annual Emerging Technology Conference was held in Kansas City, Mo., with 140 secondary and postsecondary instructors in attendance.

The organization was also responsible for curriculum development initiatives that focused on building a framework by which educators can teach advanced and emerging technologies that effectively incorporate math and science.

Potential:
AgrowKnowledge plans to continue working on critical issues in agricultural education. Its goals include: decreasing the need for remediation, providing resources for the preparation of future employees, developing plans of study for career pathways, expanding faculty development opportunities, increasing enrollment in agriculture programs, increasing the number of agricultural science courses accepted for science credit and developing Technology Education Teams.



AMERICAN ASSOCIATION FOR AGRICULTURAL EDUCATION (AAAE)

Contact:

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aaae.okstate.edu

Membership:

348 members

Overview:

The American Association for Agricultural Education (AAAE) is dedicated to the study, application and promotion of techniques that enhance teaching and learning in the field of agricultural education.

Yields:

Driven by its goal of serving as an advocate for the ongoing improvement of agricultural education, the AAAE was responsible for the development of the National Research Agenda for Agricultural Education. They're currently working to pursue its recommendations.

The AAAE also provided forums to address current issues in agricultural education. Regional and national research distribution conferences created dialogues that helped keep agricultural education meaningful and relevant.

Potential:

As Team Ag Ed works to rise to the challenges facing today's students, the AAAE plays an irreplaceable role. Their goals for the future include drives to increase membership and sponsorships as well as continued commitment to providing:

- 1.) Approaches to identifying, prioritizing and organizing research in teaching and learning.
- 2.) Opportunities for individual and organizational growth, development and renewal.
- 3.) Opportunities to communicate the results of research and other scholarly activities.
- 4.) Opportunities for collaboration within and outside of agricultural education.



COLLEGIATE FFA

Contact:

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www.ffa.org/collegiate.cfm

Membership:

2,500 members in 85 chapters

Overview:

Since its founding in 1931, Collegiate FFA has been dedicated to enhancing the collegiate experience through service and engagement to develop members' potential for leadership, personal growth and career success.

Yields:

Collegiate FFA offers its members a range of meaningful opportunities and relevant content. As a result, the organization has enjoyed steady growth on both local and national levels.

In 2006, Collegiate FFA introduced the National Collegiate Agriculture Ambassador program. It gave 10 extraordinary students an opportunity to tour the country providing agriculture awareness training to a new generation of students. Their message reached more than 9,000 students.

Collegiate FFA also has made strides to spread its message outside of America's borders. Selected Collegiate FFA students traveled to Morocco and Spain to better understand agriculture's role in the world.

Potential:

Collegiate FFA looks forward to building on its heritage of promoting agricultural education as a viable career path and it is poised to continue the trend of growth and success at the local, state and national levels. By continuing to provide opportunities that attract and educate quality recruits, the organization will play a key role in meeting the Long-Range Strategic Goal of Team Ag Ed.



CONSORTIUM OF COLLEGIATE AGRICULTURAL ORGANIZATIONS

Contact:

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www.agconsortium.org

Membership:

16 organizations with a total membership of more than 25,000

- Agriculture Future of America (AFA)**
- Agricultural Communicators of Tomorrow (ACT)**
- Alpha Gamma Rho Fraternity (AGR)**
- Alpha Gamma Sigma Fraternity (AGS)**
- Alpha Tau Alpha (ATA)**
- Alpha Zeta**
- Block and Bridle**
- Collegiate 4-H**
- Collegiate FFA**
- FarmHouse Fraternity**
- Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS)**
- National Agri-Marketing Association (NAMA)**
- National Agricultural Alumni and Development Association (NAADA)**
- Postsecondary Agricultural Student Organization (PAS)**
- Professional Landcare Network (PLANET)**
- Sigma Alpha Sorority**

Overview:

The Consortium of Collegiate Agricultural Organizations exists to maximize collaboration between collegiate agricultural organizations and industry partners. The end result of this effort is an enhanced educational experience for the industry’s future leaders. The Consortium held its founding meeting in 2006.

Yields:

The Consortium has developed and disseminated Collegiate LifeKnowledge. The program helps prepare college students across the nation by developing the skills they need to be successful. The program continues to grow and reach new students.

Potential:

The Consortium constantly works to identify new projects and initiatives that have the potential to benefit collegiate agriculture students. Advisor training, career connection opportunities and the continued growth of the Collegiate LifeKnowledge program are all ways the Consortium will serve students and contribute to the Long-Range Strategic Goal of Team Ag Ed.

Public outreach is another important element in the Consortium’s plan for the future. By reaching beyond the classroom and into society at large, the Consortium hopes to educate a broader audience about the importance of agricultural education.



NATIONAL ASSOCIATION OF AGRICULTURAL EDUCATORS (NAAE)

Contacts:

Mr. Lee James, President, leejjames@yahoo.com
Dr. Wm. Jay Jackman, Executive Director,
JJackman.NAAE@uky.edu
www.naae.org

Membership:

7,889 members

Overview:

The National Association of Agricultural Educators (NAAE) is a group of teaching professionals whose collective mission is to provide agricultural education for the global community through visionary leadership, advocacy and service.

Yields:

The NAAE has arranged professional development opportunities that allow colleagues to meet, share, learn and serve. As a result, members rely on the association as a source of current technical information and relevant knowledge. The NAAE was responsible for developing ethical and professional standards in agricultural education, as well as in the conducting and publishing of research and in the evaluating of curriculum.

The NAAE benefits all of Team Ag Ed by working to make legislators and the public understand the importance of agricultural education. In 2006, NAAE led Team Ag Ed’s efforts in the re-authorization of the Perkins legislation so that funding is available through 2012.

Additionally, the NAAE generates recognition in its field by presenting awards for outstanding service to students, communities and the profession. These awards include the Outstanding Young Member Award, the Outstanding Teacher Award, the Teachers Turn the Key Award and many more.

Potential:

The day-to-day operations of the NAAE are designed to create a brighter future for agriculture educators and students. By recruiting, educating and supporting beginning agriculture educators, the NAAE serves future generations of students.

The NAAE also strengthens the outlook of agricultural education by recruiting members to serve as volunteers and leaders at all levels.



NATIONAL ASSOCIATION OF SUPERVISORS OF AGRICULTURAL EDUCATION (NASAE)

Contact:
Mr. Bruce Lazarus, President,
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www.teamaged.org/stateleaders/index.html

Membership:
133 agricultural education professionals

Overview:
The National Association of Supervisors of Agricultural Education (NASAE) supports its members with professional development opportunities for planning and conducting quality agricultural education programs.

Yields:
NASAE is actively engaged in the administration and supervision of career education in agriculture on all levels. The organization has fostered advancements in agricultural education curriculum by planning and implementing programs that meet the needs of a changing agricultural industry.

NASAE provides information that details the characteristics of quality agricultural education programs, giving educators a meaningful set of benchmarks. It shares information, research, trends and ideas that affect teaching practices in agricultural education.

In 2005, NASAE contributed \$10,000 to both the Seeds of Hope campaign and the Ag Ed Opportunities Fund.

Potential:
By supporting professional development and the needs of educators, NASAE plays an important role in shaping the future of agricultural education. NASAE members currently provide leadership on forward-looking projects such as the National Content Standards for Agricultural Education, the National Program Standards Project and the Curriculum Frameworks Task Force. NASAE is currently leading the charge for the development of a comprehensive data collection system for agricultural education.



NATIONAL FARM & RANCH BUSINESS MANAGEMENT EDUCATION ASSOCIATION (NFRBMEA)

Contact:
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www.nfrbmea.org

Membership:
180 members from 20 states and provinces

Overview:
The National Farm & Ranch Business Management Education Association (NFRBMEA) works to assist its members by promoting and improving education in the field of farm and ranch business management.

Yields:
The NFRBMEA has worked to study and publicize the best ideas and techniques in farm and ranch business management. In doing so, they have provided their membership with a number of meaningful opportunities.

The organization has established guidelines and standards for quality farm and ranch business management education programs and keeps its members informed of industry changes by publishing a newsletter three times a year.

The organization also provides important networking opportunities. It has met for its annual conference every year since 1973. The conferences feature workshops, tours and top-notch speakers. These conferences create a meaningful forum for members to share best practices, new technology, management principles and more.

Potential:
The NFRBMEA recently held its first joint conference with the National Association of Farm Business Analysis Specialists in June 2006. Its 2007 conference will also include the North Central Extension Agricultural Economists. This conference presents an opportunity to bring together nearly 400 farm management staff that serve about 40,000 farm families.



NATIONAL FFA ALUMNI ASSOCIATION

Contact:

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<http://www.ffa.org/alumni.cfm>

Membership:

More than 44,000 annual and life members in 1,150 local affiliates

Overview:

The National FFA Alumni Association works to create opportunities for people and communities to develop their potential for premier leadership, personal growth and career success. In doing so, they continue to fulfill the promise of FFA and agricultural education in general.

Yields:

The National FFA Alumni Association has worked successfully to improve the state of agricultural education on a number of levels. The Alumni recently played a key role in the REV It Up campaign, which was designed to foster recruitment, engagement and volunteerism. To that end, the Association was responsible for the completion and dissemination of the 2005-2006 Volunteerism CD – a powerful tool designed to assist educators in meeting their volunteerism goals.

The Association's annual convention is held in conjunction with the national FFA convention. This provides members with an invaluable opportunity to network and share best practices. During the 2005 convention, the association raised more than \$100,000 for educational and leadership scholarships for FFA members.

The State Leaders Conference is another important Alumni event. Every year, leaders come from across the country to discuss the latest volunteer management tools. The event

provides participants with valuable opportunities to strengthen their partnerships with other local agricultural programs. In 2006, the conference was held in Nashville, Tn. More than 100 people attended, representing 28 states.

Additionally, the National FFA Alumni Association provides major contributions to Team Ag Ed in support of agricultural education and FFA.

- \$111,600 to state and local alumni affiliates
- \$100,000 pledged to the Ag Ed Opportunity Fund
- \$10,000 for the Seeds of Hope Campaign
- \$6,000 to the NAAE Legislative Action Center
- \$5,000 to The National Council for Agricultural Education
- \$7,500 for collegiate scholarships and the National Postsecondary Agricultural Student Association (PAS)

Potential:

The National FFA Alumni Association is working diligently to increase its membership and reach by establishing an alumni affiliate in every local agricultural education department.



NATIONAL
FFA FOUNDATION

NATIONAL FFA ORGANIZATION AND NATIONAL FFA FOUNDATION

Contact:

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www.ffa.org
www.ffa.org/foundation.cfm

Membership:

495,046 members in 7,242 active chapters nationwide

Overview:

The National FFA Organization and the National FFA Foundation work to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

Yields:

FFA is currently enjoying a 28-year membership high. In October 2006, the 79th National FFA Convention was held in Indianapolis, In., with nearly 55,000 people in attendance.

The Seeds of Hope hurricane rebuilding effort raised \$835,699 for programs hit by Hurricane Katrina.

Through USDA grants, every FFA program in the country received copies of Rev It Up and PACES. Rev It Up materials focused on Recruitment, Engagement and Volunteerism in local chapters. PACES (Preparing for Agricultural Career Exploration and Success) engages students in exploring career options in the field of agriculture.

Professional development conferences focusing on teacher success in the classroom, Delta and Omega, were held. The expansion of LifeKnowledge went underway with Board approval for its commercialization. More expansion took place as ground was broken in November 2006 for a new warehouse facility for the organization.

The National FFA Foundation raised a record \$12.2 million in annual support from more than 2,000 corporations and individual contributors, including the Ford Motor Company who became the organization's first million-dollar sponsor.

Potential:

FFA is poised to continue its recent positive growth in a number of meaningful ways. Its goals include: releasing LifeKnowledge Online, a web-based LifeKnowledge program that includes valuable assessment tools; expanding civic engagement opportunities; exploring ways to direct more scholarship awards toward students pursuing careers as agriculture educators; and the debut of the Ag Ed Learning Center, a web repository of educational resources and tools to be shared by many agricultural education organizations and agriculture teachers nationwide.

FFA is working to develop programs to increase the number of agricultural education students that have relevant SAEs and are engaged members of FFA. Along those lines, FFA is preparing to add a DVD component to its Local Program Resource CD-ROM, ensuring that videos on FFA, SAE, student leadership and chapter activities are made available to every agriculture educator nationwide.

In addition, FFA will continue to make state support a priority, ensuring that Local Program Success specialists interact with every state to assist with their specific needs for increasing awareness of and participation in agricultural education and FFA at the state and local levels. Finally, FFA will seek opportunities to support all members of Team Ag Ed and contribute whenever possible to the strengthening of the agricultural education profession.



NATIONAL POSTSECONDARY AGRICULTURAL STUDENT ORGANIZATION (PAS)

Contact:

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www.nationalpas.org

Membership:

1,200 members from 56 chapters

Overview:

The National Postsecondary Agricultural Student Organization (PAS) serves those studying agriculture at the collegiate level by providing opportunities for individual growth, leadership and career preparation.

Yields:

Since its founding in 1980, the organization has acted faithfully on its mission to unite education and industry in agriculture. It has provided employment experience programs, course work and organizational activities designed to prepare students for life after college.

PAS fulfilled several milestones throughout the year. Among them was its national conference in St. Louis with more than 700 attendees, the realization of \$100,000 in funding and the establishment of a national service program through Relay for Life events.

Potential:

PAS aims to increase its ability to deliver on its stated goals by establishing five new chapters in the coming year. It is also working to build attendance and participation at its national conferences. In addition, PAS is preparing for the future by working with high schools and two-year colleges to establish accreditation programs that will provide further value and growth for agricultural programs across the country.



NATIONAL YOUNG FARMER EDUCATIONAL ASSOCIATION (NYFEA)

Contact:

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www.nyfea.org

Membership:

15,000 members

Overview:

The National Young Farmer Educational Association (NYFEA) is the official adult student organization for agricultural education as recognized by the United States Department of Education to promote the personal and professional growth of all people in agriculture. Its goal is to find the next generation of leaders in agriculture.

Yields:

The NYFEA holds two annual meetings aimed at promoting the personal and professional growth of all people in agriculture: The National Ag Leadership Conference (NALC) in the summer and the National Institute in the winter. At these events in 2005 and 2006, the NYFEA provided a range of quality

content. Workshops, seminars and trade shows gave members an opportunity to refine their leadership skills and management techniques. Industry tours of local farms, museums and historical sites provided key insights into various agricultural operations. Members also took part in several career-oriented programs designed to encourage and motivate the next generation of agriculture leaders.

Potential:

NYFEA has adopted a long-range educational plan called Education for American Agriculture (EAA). This dynamic undertaking provides seminars and conferences designed to train individuals in leadership and business management. As a part of EAA, competitions and contests allow individuals to apply what they have learned, making the lessons relevant for the future.

Additionally, NYFEA plans to provide support to the next generation of agriculture professionals by implementing service programs that are designed to increase agriculture awareness in America.

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